

**STRUKTUR KURIKULUM  
PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS**

No	Mata Kuliah	Wajib/Pil	SKS	Semester							
				1	2	3	4	5	6	7	8
<b>Matakuliah Pengembangan Kepribadian Inti</b>											
1	1000002029	Pendidikan Agama Budha	PILIHAN	2	2						
		Pendidikan Agama Hindu									
		Pendidikan Agama Islam									
		Pendidikan Agama Katholik									
		Pendidikan Agama Khonghucu									
	Pendidikan Agama Protestan *)										
2	1000002033	Pendidikan Kewarganegaraan	WAJIB	2	2						
3	1000002018	Pendidikan Pancasila	WAJIB	2	2						
<b>Matakuliah Keilmuan dan Ketrampilan</b>											
4	8820302001	Academic Listening	WAJIB	2			2				
5	8820302002	Academic Speaking	WAJIB	2			2				
6	8820302006	Advanced English Grammar	WAJIB	2		2					
7	8820302020	Business Correspondence *)	PILIHAN	2					2		
8	8820302028	Classroom Language	WAJIB	2				2			
9	8820303035	Critical Reading	WAJIB	3			3				
10	8820302037	Cross-Cultural Understanding	WAJIB	2						2	
11	8820302047	Discourse Analysis *)	PILIHAN	2						2	
12	8820303146	Educational Research Methodology	WAJIB	3				3			
13	8820304057	ELT Method	WAJIB	4		4					
14	8820302071	English Phonology	WAJIB	2			2				
15	8820302072	English Semantics	WAJIB	2				2			
16	8820302075	ESP *)	PILIHAN	2						2	
17	8820303080	Extensive Reading	WAJIB	3				3			
18	8820303089	Instructional Design	WAJIB	3				3			
19	8820302098	Intermediate English Grammar	WAJIB	2		2					
20	8820302103	Interpretive Reading	WAJIB	2		2					
21	8820302107	Introduction TO Linguistics	WAJIB	2		2					
22	8820303109	Introduction TO Literature	WAJIB	3			3				
23	8820302138	Literal Reading	WAJIB	2		2					
24	8820303140	Literary Appreciation	WAJIB	3					3		
25	8820302145	Media Pembelajaran	WAJIB	2					2		
26	8820302150	Paper Writing	WAJIB	2				2			
27	8820302151	Paragraph Writing	WAJIB	2		2					
28	8820303155	Pengembangan Perangkat Pembelajaran	WAJIB	3					3		
29	8820302161	Poetry IN EFL *)	PILIHAN	2						2	
30	8820302170	Pronunciation Practice	WAJIB	2		2					
31	8820302173	Prose IN EFL *)	PILIHAN	2						2	
32	8820302175	Psycholinguistics *)	PILIHAN	2						2	
33	8820302176	Public Speaking	WAJIB	2		2					
34	8820306197	Skripsi	WAJIB	6						6	
35	8820302199	Sociolinguistics *)	PILIHAN	2						2	
36	8820302223	Teyl	WAJIB	2						2	
37	8820302226	Thesis Proposal Writing	WAJIB	2						2	
<b>Matakuliah Pengembangan Kepribadian Instiusional</b>											
38	1000002003	Bahasa Indonesia	WAJIB	2	2						
39	8820302074	Entrepreneurship	WAJIB	2				2			
40	8820302234	Filsafat Ilmu *)	PILIHAN	2		2					
41	1000002010	Ilmu Kealaman Dasar (IAD)	WAJIB	2		2					
42	8820303221	Teori Belajar	WAJIB	3						3	
43	8820302044	Descriptive dan Narrative Writing	WAJIB	2		2					
44	8820303045	Developing EFL Materials	WAJIB	3				3			
45	8820302050	Drama IN EFL *)	PILIHAN	2						2	
46	8820302064	English-Indonesian Translation *)	PILIHAN	2						2	
47	8820302087	Indonesian-English Translation *)	PILIHAN	2						2	
48	8820302108	Introduction TO Literary Criticism *)	PILIHAN	2						2	
49	8820302131	Listening FOR Daily Context	WAJIB	2		2					
50	8820302132	Listening FOR Social Issues	WAJIB	2		2					

51	8820302178	Qualitative & Quantitative Analyses	WAJIB	2					2				
52	8820302193	Seminar ON Issues IN ELT	WAJIB	2							2		
53	8820302200	Speaking FOR Daily Context	WAJIB	2		2							
54	8820302201	Speaking FOR Debate	WAJIB	2				2					
55	8820306209	Spoken Integrated English	WAJIB	6	6								
56	8820303220	Telaah Kurikulum Sekolah	WAJIB	3						3			
57	8820306233	Written Integrated English	WAJIB	6	6								
58	8820303009	ELT Assessment	WAJIB	3					3				
<b>Matakuliah Keahlian Berkarya</b>													
59	8820302070	English Morpho-Syntax	WAJIB	2				2					
60	8820303078	Expository & argumentative Writing	WAJIB	3				3					
61	8820303152	Innovative Learning	WAJIB	3					3				
62	8820302165	Pragmatics *)	PILIHAN	2							2		
63	8820303168	Program Pengelolaan Pembelajaran	WAJIB	3						3			
<b>Matakuliah Dasar Keahlian</b>													
64	1000002039	Psikologi Pendidikan *)	PILIHAN	2			2						
				126	156	16	18	20	19	26	16	21	20

**Alokasi SKS per semester**

Semester 1	: 16
Semester 2	: 18
Semester 3	: 20
Semester 4	: 19
Semester 5	: 26
Semester 6	: 16
Semester 7	: 21
Semester 8	: 20
Jumlah	: 156

## DESKRIPSI MATAKULIAH PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS

### 8820306209 SPOKEN INTEGRATED ENGLISH

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Suvi Akhiriyah, S.Pd., M.Pd.  
Anis Trisusana, S.S., M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Eva Rahmawati, S.Pd., M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Asrori, S.S., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Henny Dwi Iswati, S.S., M.Pd.  
Retno Wulan Dari, S.Pd., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.  
Nur Fauzia, S.S., M.Pd.  
Sueb, S.Pd., M.Pd.  
Ayunita Leliana, S.S., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to apply language elements and skills to improve oral communicative competence
2. Being able to master basic concept and knowledge of language elements and skills to support oral communication
3. Being able to select proper language elements and skills to support oral communication
4. Being responsible for completing simple projects properly and punctually

#### Deskripsi Matakuliah

The course is designed to help students improve their English listening and speaking skills and achieve academic success. It provides the students with knowledge of Building Vocabulary, Using Vocabulary, Developing Listening Skills, Exploring Spoken English, and Speaking. Students will also learn academic preparation skills including finding the main idea, making inferences, critical thinking, and note taking. The teaching-learning activities are conducted through discussion, demonstration, role play, and presentation.

#### Referensi

1. Bohlke, David and Lockwood, Robyn Brink. 2017. *Skillful: Listening and Speaking*. Macmillan:
2. [www.macmillanskillful.com](http://www.macmillanskillful.com)

### 8820306233 WRITTEN INTEGRATED ENGLISH

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Suvi Akhiriyah, S.Pd., M.Pd.  
Anis Trisusana, S.S., M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Eva Rahmawati, S.Pd., M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Asrori, S.S., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Henny Dwi Iswati, S.S., M.Pd.  
Retno Wulan Dari, S.Pd., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.  
Nur Fauzia, S.S., M.Pd.  
Syafi'ul Anam, Ph.D.  
Zainul Aminin, S.Pd., M.Pd.  
Sueb, S.Pd., M.Pd.  
Ayunita Leliana, S.S., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.  
Hujuala Rika Ayu, S.S., M.A.  
Lina Purwaning Hartanti, S.Pd., M.EIL.

#### Capaian Pembelajaran Matakuliah/Kompetensi

- Being able to apply language elements and skills to improve written competence
- Being able to master basic concept and knowledge of language elements and skills to support written competence
- Being able to select proper language elements and skills that applies in written communication
- Being responsible for completing simple projects properly and punctually.

#### Deskripsi Matakuliah

The course is designed to help students improve their English written skills and achieve academic success. It provides the students with knowledge of Building Vocabulary, Using Vocabulary, Developing Listening Skills, Exploring Spoken English, and Speaking. Students will also learn academic preparation skills including

finding the main idea, making inferences, critical thinking, and note taking. The teaching-learning activities are conducted through discussion, demonstration, role play, and presentation.

Based on CEFR, Global Competencies for B1, Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans.

#### Referensi

1. Rogers, Louis and Wilkin, Jennifer. 2013. Skillful Reading and Writing. MacMillan

8820302098

#### INTERMEDIATE ENGLISH GRAMMAR

**Dosen:** Suvi Akhiriyah, S.Pd., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Henny Dwi Iswati, S.S., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of learning sources and IT to enrich their knowledge of understanding grammar.
2. Possessing knowledge on various kinds of grammatical concepts covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish.
3. Being able to make a right decision in analyzing distinctive grammatical structures to be applied in their writing, speaking, reading, and listening in both every day and academic context.
4. Being responsible for choosing the proper grammar when making sentences or paragraph.

#### Deskripsi Matakuliah

This subject explores and practices various grammar structures covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish in various ways, formal and informal, oral and written. This covers (1) Grammar patterns for sentences, (2) functional aspects of grammar in the language and in context, (3) grammar connection with other language aspect (in particular reading, writing, listening, speaking), (4) practice analysing sentence constituency.

#### Referensi

1. References:
2. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY: Pearson Education
3. Eastwood, John. 2002. Oxford Practice Grammar. Oxford: Oxford University Press.
4. Hewings, Martin. 2013. Advanced English Grammar in Use: third edition. Cambridge: Cambridge University Press.
5. Steer, Jocelyn. 1998. Advanced English Grammar. Boston: Heinle & Heinle

8820302131

#### LISTENING FOR DAILY CONTEXT

**Dosen:** Yuri Lolita, S.Pd., M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Sumarningsih, S.Pd., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to use laboratory equipment for listening practice
2. Mastering listening comprehension skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing
3. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension
4. Being responsible for applying suitable listening strategies to facilitate listening comprehension

#### Deskripsi Matakuliah

This course provides the students with learning activities to improve their listening skill. It covers listening skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing in intermediate level. The teaching-learning activities are conducted through listening practices, discussion, question-answer, and assignment.

#### Referensi

1. Craven, Miles. (2008). Real Listening and Speaking 3. Cambridge: Cambridge University Press.
2. Harmer, Jeremy. (2004). Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd..
3. Soars, John and Liz. (2004). New Headway Student Book. Oxford: Oxford University Press.
4. Authentic materials and other related materials

**8820302138 LITERAL READING**

**Dosen:** Fauris Zuhri, S.Pd., M.Hum.  
Retno Wulan Dari, S.Pd., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

1. Applying various reading strategies: previewing, skimming, scanning, identifying main ideas, summarizing
2. Improving literal and inferential comprehension by reading various kinds of texts.
3. Developing English vocabulary.
4. Developing reading aloud ability,
5. Writing simple responses to the ideas or issues presented in the text

**Deskripsi Matakuliah**

This course subject is designed to develop students competence in literal reading (i.e. knowing and comprehending) of non-fictional texts at post-intermediate level, emphasizing the use of appropriate reading strategies to identify the meaning and use of unfamiliar lexical items, the topic and the main idea from supporting details of the texts understand explicit information skim and scan specific information understand the communicative value of sentences and recognize types of writing. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

**Referensi**

1. Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press
2. Mikulecky, Beatrice S. (1996). More Reading Power. USA: Adison-Wesley Publishing Company

**8820302151 PARAGRAPH WRITING**

**Dosen:** Anis Trisusana, S.S., M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Ririn Pusparini, S.Pd., M.Pd.  
Yuri Lolita, S.Pd., M.Pd.  
Asrori, S.S., M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Henny Dwi Iswati, S.S., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.  
Kusumarasyati, Ph.D.  
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.  
Zainul Aminin, S.Pd., M.Pd.  
Ayunita Leliana, S.S., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.  
Dra. Hj. Syukriah Abdullah  
Rahayu Kuswardani, S.Pd., M.AppL.

**Capaian Pembelajaran Matakuliah/Kompetensi**

1. Making use of learning sources and IT to support the teaching and learning process of Paragraph Writing which integrates the process of writing, paragraph structure and principles of unity and coherence.
2. Possessing knowledge of the process of writing, paragraph structure and principles of unity and coherence required for Paragraph Writing.
3. Being able to make a right decision in applying the concept of the process of writing, paragraph structure, and principles of unity and coherence required for Paragraph Writing.
4. Being responsible in applying all the concept of the process of writing, paragraph structure, and principles of unity and coherence to communicate ideas through written paragraph.

**Deskripsi Matakuliah**

This course is a preliminary course in English Writing and is designed to help its participants master the concept of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

**Referensi**

1. Amanduet, Martin L. 1981. Paragraph Development. Engelwood Cliff: Prentice Hall
2. Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.
3. Kizner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.
4. Oshima, Alice and Ann Hogue. 1999. Writing Academic English. New York: Longman

**8820302170 PRONUNCIATION PRACTICE**

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Asrori, S.S., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.  
Dra. Hj. Syukriah Abdullah

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject
2. Understanding English pronunciation used in any levels of grammar
3. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations
4. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations

#### Deskripsi Matakuliah

Pronunciation involves more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, sentences, and paragraphs in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, practice, small group discussion, and self-directed learning.

#### Referensi

1. (1) Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.
2. (2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.
3. O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.

8820302200

#### SPEAKING FOR DAILY CONTEXT

**Dosen:** Nur Chakim, S.Pd., M.Pd.  
Eva Rahmawati, S.Pd., M.Pd.  
Yuri Lolita, S.Pd., M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Retno Wulan Dari, S.Pd., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of learning sources and IT to get involve and participate actively in a group discussion where English is the medium of communication.
2. Possessing knowledge of the rules and techniques to get involve and participate actively in a group discussion where English is the medium of communication.
3. Being able to make a right decision in analysing and solving problems on certain issue in a group discussion.
4. Being responsible for applying the rules and techniques in a group discussion where English is the medium of communication.

#### Deskripsi Matakuliah

The course is designed to introduce the students with the concepts and techniques to discuss various actual topics which happens in the society in English. It also equips the students with the understanding and practicing small group communication theory and skills in information-sharing and decision making through discussion that emphasizes on the importance of the precise of the use graphic organizers, pronunciation, stress, intonation and fluency.

#### Referensi

1. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc.
2. Jones, Leo. (1981). Functions of English 2nd Edition. Cambridge Cambridge University Press.
3. Denison, Charis. The Daily Dilemma. Available at <http://www.goodcharacter.com/dilemma/dilemma8.html>
4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at <http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf>
5. <http://www.youtube.com>

8820302006

#### ADVANCED ENGLISH GRAMMAR

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Suvi Akhriyah, S.Pd., M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Zainul Aminin, S.Pd., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to apply critical thinking skills to language learning proper grammar in their writing speaking reading and listening in various context.
2. Being able to master the aspects of grammar in higher levels.
3. Being able to analyse authentic conversation and writing pieces based on accurate use and comprehension of intermediate and advanced grammar.
4. Being able to utilize any available sources to increase their grammar knowledge.

### Deskripsi Matakuliah

The course focuses on students' reviewing and requiring more complex structure covering simple and compound sentence into compound-complex sentences. Its core is on accuracy and fluency and meaningful use of structure in context. It emphasizes on meta-cognitive skills needed to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing. All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.

### Referensi

1. Azar, Betty Schramfer. 2002. *Understanding and Using English Grammar*. White Plains, NY: Pearson Education.
2. Steer, Jocelyn M. 1998. *The Advanced Grammar Book*. Boston: Heinle & Heinle Publishers.
3. Butt, David et.al. 1999. *Using Functional Grammar: An Explorer 19s Guide*. Melbourne: National Center for English Language Teaching and Research Macquaire University.
4. Hewings, Martin. 2013. *Advanced English Grammar in Use:third edition*.Cambridge: Cambridge University Press.
5. Sharpe, Pamela J. 2004. *Barron 19s How to prepare for the TOEFL* . New York: Barron 19s Educational series.inc.

8820302044

### DESCRIPTIVE DAN NARRATIVE WRITING

**Dosen:** Suvi Akhriyah, S.Pd., M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Eva Rahmawati, S.Pd., M.Pd.  
Asrori, S.S., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Zainul Aminin, S.Pd., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of learning sources and IT to support the teaching and learning process of Descriptive and Narrative Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence.
2. Possessing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive and Narrative Essay Writing.
3. Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive and Narrative Essay Writing.
4. Being responsible in applying all the concept of the process of writing, essay structure, and principles of unity and coherence to communicate ideas through written Descriptive and Narrative Essay.

### Deskripsi Matakuliah

This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer 19s presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

### Referensi

- Coe, Norman., et.al. 1986. *Writing Skills* . London: Cambridge University Press.  
Derewianka, Beverly. 1995. *Exploring How Text Work* . NSW Australia: Primary English Teaching Association.  
Oshima, Alice and Ann Hogue. 1999. *Writing Academic English* . New York: Longman.  
Bailey, S. 2011. *Academic Writing: A Handbook for International Students (Third ed.)*. Oxon: Routledge.

8820304057

### ELT METHOD

**Dosen:** Nur Chakim, S.Pd., M.Pd.  
Ririn Pusparini, S.Pd., M.Pd.  
Dra. Theresia Kumalarini, M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.
2. Mastering the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.
3. Being able to determine which method should be appropriately referred to for teaching a certain language skill or component.
4. Being responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept

### Deskripsi Matakuliah

This subject covers a study of various kinds of English Language Teaching and Learning methods and their applications. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

### Referensi

1. Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching* (2nd ed). Oxford: Oxford University Press.
2. Richards, Jack C and Theodore S. Rogers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge : Cambridge University Press.
3. Harmer, Jeremy. 2007. *The Practice of Language Teaching* (4th ed). England: Pearson Education Ltd.

8820302234

### FILSAFAT ILMU

**Dosen:** Dr. Oikurema Purwati, M.A., M.AppL.  
Fauris Zuhri, S.Pd., M.Hum.  
Drs. Much Koiri, M.Si.

### Capaian Pembelajaran Matakuliah/Kompetensi

- Possessing knowledge on the concepts of philosophy of science, philosophy of language, and philosophy of literature.
- Being able to explain the concepts of philosophy of science, philosophy of language, and philosophy of literature meaningfully and appropriately in oral and written production in varied discourses.
- Being responsible for using the concepts of philosophy of science, philosophy of language, and philosophy of literature meaningfully and appropriately in various contexts.

### Deskripsi Matakuliah

This subject is designed to make students have competence and performance in the nature of philosophy of science, language, and literature. Concerning philosophy of science, it includes (1) Introduction: On the philosophy of science; (2) Science issues , limitations of science , and the structure of science; (3) scientific theories and scientific thinking. Concerning philosophy of language, it talks about (1) The nature of learning the philosophy of language, (2) The concepts of 18good language 19 and 18standard language 19, (3) Meaning (in Language), (4) Language functions, (5) Universality of language. Concerning philosophy of literature, it discusses (1) The nature of philosophy of literature, (2) The relationship between literature and philosophy; (3) The relationship between literature and other sciences; (4) Important concepts in literary studies: literary genres, appreciation, criticism, theories, CCU, world literature, etc.; (5) Important trends in literature. The teaching-learning activities are conducted through presentation/lecturing, discussion, question-answer, and assignment.

### Referensi

1. Poedjosoedarmo, S. 2003. *Filsafat Bahasa* . Surakarta: Muhammadiyah University Press.
2. Van Perusen, C.A. 1985. *Susunan Ilmu Pengetahuan: Sebuah Pengantar Filsafat Ilmu* (terjemahan J. Drost). Jakarta: PT Gramedia.
3. Bennet, Andrew & Nicholas Royle. 2016. *An Introduction to Literature, Criticism, and Theory*. (5th edition). London-New York: Routledge
4. Crimmins, Mark (1998). Language, philosophy of. In E. Craig (Ed.), *Routledge Encyclopedia of Philosophy* . London: Routledge. Retrieved February 06, 2013, from <http://www.rep.routledge.com/article/U017>
5. Filsafat Ilmu. [http://id.wikipedia.org/wiki/Filsafat\\_ilmu](http://id.wikipedia.org/wiki/Filsafat_ilmu); retrieved February 13, 2010
6. Philosophy of Language. [http://en.wikipedia.org/wiki/Philosophy\\_of\\_language](http://en.wikipedia.org/wiki/Philosophy_of_language); Retrieved February 06, 2013
7. Philosophy of Language: Language Use (Context). [http://en.wikipedia.org/wiki/Context\\_%28language\\_use%29](http://en.wikipedia.org/wiki/Context_%28language_use%29); Retrieved February 06, 2013
8. Philosophy of Language: Meaning. [http://en.wikipedia.org/wiki/Meaning\\_%28philosophy\\_of\\_language%29](http://en.wikipedia.org/wiki/Meaning_%28philosophy_of_language%29); Retrieved February 06, 2013
9. Philosophy of Language: Cognition. <http://en.wikipedia.org/wiki/Cognition>; Retrieved February 06, 2013.
10. <http://media-lamongan.blogspot.com/2012/11/filsafat-sastra.html>.
11. <http://mahayana-mahadewa.com/2008/11/27/hubungan-sastra-dan-filsafat/>
12. Video 18Petaka Darwinisme 19

8820302103

### INTERPRETIVE READING

**Dosen:** Anis Trisusana, S.S., M.Pd.  
Yuri Lolita, S.Pd., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Henny Dwi Iswati, S.S., M.Pd.  
Retno Wulan Dari, S.Pd., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of learning sources and IT to support the developing students competence in interpretive reading (i.e. applying and inferring) of non-fictional texts at preadvanced level.
2. Possessing knowledge to interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

3. Being able to emphasize the use of appropriate reading strategies: skimming (to find out general information) and scanning (to find out specific information).
4. Being responsible for using of appropriate reading strategies: to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text

#### **Deskripsi Matakuliah**

This subject is designed to develop students competence in interpretive reading (i.e. applying and inferring) of non-fictional texts at pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

#### **Referensi**

1. Mikulecky, Beatrice S. (1996). *More Reading Power*. USA: Adison-Wesley Publishing Company
2. [http://www.citadel.edu/root/images/Academic\\_Support\\_Center/cohesive%20devices.pdf](http://www.citadel.edu/root/images/Academic_Support_Center/cohesive%20devices.pdf)
3. <http://webapp.in.edu.hk/ceal/elss/sites/default/files/exercise/cate/grammar/Discourse%20markers/index.htm>

8820302107

#### **INTRODUCTION TO LINGUISTICS**

**Dosen:** Dr. Pd. H. Aswandi, M.Pd.  
Asrori, S.S., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Ayunita Leliana, S.S., M.Pd.  
Dian Rivia Himmawati, S.S., M.Hum.  
Lisetyo Ariyanti, S.S., M.Pd.  
Drs. Suwono, Ph.D.  
Widyastuti, S.S., M.Pd.  
Rahayu Kuswardani, S.Pd., M.AppL.  
Drs. Suharsono

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

1. Mampu mendemonstrasikan kemampuan berbahasa Inggris yang berterima dan dapat dipahami secara lisan dan tulis sesuai dengan konteksnya
2. Menguasai konsep teoritis kebahasaan sehingga mampu memecahkan masalah kebahasaan secara prosedural melalui pendekatan ilmiah

#### **Deskripsi Matakuliah**

This subject discusses the origin of language and introduces basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. The following lectures address more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change, pragmatics, sociolinguistics, psycholinguistics, transformational grammar and functional grammar.

#### **Referensi**

- Fromkin, V., Rodman, R., Hyams, N. 2011. *An Introduction to Language*. (9th ed.). Australia: Wadsworth, Cenage Learning.  
[2] Yule, G. 2010. *The Study of Language*. (4th ed.). Cambridge: Cambridge University Press.

8820302132

#### **LISTENING FOR SOCIAL ISSUES**

**Dosen:** Yuri Lolita, S.Pd., M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Arik Susanti, S.Pd., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

1. Being responsible for applying suitable listening strategies to facilitate listening comprehension
2. Comprehending various oral texts related to world social issues
3. Being able to distinguish literal and implied meaning in social contexts.
4. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension.

#### **Deskripsi Matakuliah**

This subject provides the students with listening practices and listening strategies. It covers listening skills such as identifying general and specific information of non-authentic and authentic materials which contain particular issues in various forms (for example, talks, interviews, talk shows, debates, and speeches), guessing meaning by context, identifying relevant points, identifying inferred information & organization of ideas, assuming, summarizing, note taking, and giving values of the issues in upper intermediate and pre-advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

## Referensi

1. Barral, Irene and Rogers, John. 2011. *Lifestyle: English for work, socializing, and travel. Upper-Intermediate*. Pearson Longman
2. Soars, John and Liz. 2014. *New Headway upper intermediate.. Oxford University Press* 3.
3. BAron. 2011. *TOEFL Preparation for listening part A and B*
4. Reader's Digest. 2015. *Audio book 5*.
5. Various, 2017. *Authentic Materials*

8820302176

## PUBLIC SPEAKING

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Suvi Akhiryah, S.Pd., M.Pd.  
Yuri Lolita, S.Pd., M.Pd.  
Dr. Pd. H. Aswandi, M.Pd.  
Dra. Theresia Kumalarini, M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Asrori, S.S., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Retno Wulan Dari, S.Pd., M.Pd.  
Syafi'ul Anam, Ph.D.  
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.  
Dra. Hj. Syukriah Abdullah  
Lina Purwaning Hartanti, S.Pd., M.EIL.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to use learning sources and IT in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches.
2. Being able to possessing knowledge of the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches.
3. Being able to make a right decision in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches.
4. Being responsible for applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches

### Deskripsi Matakuliah

This subject helps students prepare and deliver special occasion speech, extemporaneous speaking, and impromptu speaking. It covers the nature of extemporaneous and impromptu speeches, the stages of the speech-making process, and variety of verbal and non verbal techniques in speech delivery effectively. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

## Referensi

1. Cummings, Martha Graves. 1992. *Listen, Speak, Present; A Step By Step Presenter 19s Workbook*. USA: Thomson & Heinle.
2. Sprague, J., Stuart, D., & Bodary, D. 2010. *The speaker 19s handbook (10th ed)*. Belmont, CA: Thomson/Wadsworth.

8820302001

## ACADEMIC LISTENING

**Dosen:** Drs. Fahri, M.A.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Sumarningsih, S.Pd., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.  
Him'mawan Adi Nugroho, S.Pd., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to distinguish literal and implied meaning in academic oral texts.
2. Comprehending various oral texts.
3. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension.
4. Being responsible for applying suitable listening strategies to facilitate listening comprehension.

### Deskripsi Matakuliah

This course provides the students with listening practices in which they learn identifying general and specific information of long lectures with various fields, identifying inferred information & organization of ideas, assuming, summarizing, and note taking in advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

## Referensi

1. Open Forum
2. Authentic Material
3. TOEFL Preparation for listening part C

4. Readers Digest Audio book
5. IELTS & other lectures

8820303035

### CRITICAL READING

**Dosen:** Eva Rahmawati, S.Pd., M.Pd.  
Dr. Oikurema Purwati, M.A., M.AppL.  
Retno Wulan Dari, S.Pd., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Making use of critical thinking skills in responding to semi-scientific and scientific texts read.
2. Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read.
3. Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography.
4. Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.

#### Deskripsi Matakuliah

This unit provides fundamentals of being critical to texts students read at university. It covers: (1) characteristics of critical thinking in response to reading, (2) differences between semi-scientific and scientific information in texts, (3) ways for restating selected parts of semi-scientific and scientific texts using own words, develop students' critical reading skills such as presenting summary of semi-scientific and scientific texts, elaborating the details information of semi-scientific and scientific information in texts, restating selected parts of semi-scientific and scientific texts using own words, constructing an annotated bibliography.

#### Referensi

1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan
2. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.
3. Learning Express. 2010. 501 Reading Comprehension Questions. New York: Learning Express, LLC.
4. Online Newspaper articles: in The Guardian, The New York Times.
5. Journal articles from ELT Journal, TESOL Quarterly.

8820302070

### ENGLISH MORPHO-SYNTAX

**Dosen:** Dr. Pd. H. Aswandi, M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Drs. Suwono, Ph.D.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. To be familiar with the basic concepts (terms) in the English Morphosyntax
2. To analyse hypothetical English data morphosyntactically
3. To write a paper analyzing morphosyntactically &quot;English&quot; authentic data

#### Deskripsi Matakuliah

The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance, a clause, a phrase or a word. Examples of such categories include singular/plural, tense, mood, perfect, passive, etc.

#### Referensi

1. Francis, N.W. 1968. The Structure of American English. New York: The Ronald Press Company.
2. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle.
3. O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. Contemporary Linguistics: An Introduction. China: Addison Wesley Longman Limited
4. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. A Comprehensive Grammar of the English Language. USA: Longman Group Limited.
5. Sapir, E. 1921. Language: An Introduction to the Study of Speech. USA: Harcourt, Brace & World, Inc
6. Saussure, F. De. 1974. Course in General Linguistics. Great Britain: William Collins
7. Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press.

8820302071

### ENGLISH PHONOLOGY

**Dosen:** Asrori, S.S., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Adam Damanhuri, S.S., M.Hum.  
Ayunita Leliana, S.S., M.Pd.  
Drs. Slamet Setiawan, M.A., Ph.D.  
Lisetyo Ariyanti, S.S., M.Pd.  
Drs. Suwono, Ph.D.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to (1) apply knowledge of English Phonology in communication and (2) analyze linguistic phenomena using English Phonology parameters

2. Understanding basic concepts and theories related to the English Phonology subject
3. Being able to make a decision in using proper English for communication based on the knowledge of English Phonology
4. Being responsible for completing assignment(s)/project(s) related to English Phonology topics.

#### **Deskripsi Matakuliah**

This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

#### **Referensi**

1. Fromkin, V., Rodman, R., Hyams, N. (2011). *An Introduction to Language*. (9th ed.). Australia: Wadsworth, Cengage Learning.
2. McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
3. Odden, David. (2005). *Introducing Phonology*. Cambridge: Cambridge University Press.
4. <https://www.youtube.com/watch?v=72M770xTvaU>

8820303078

#### **EXPOSITORY & ARGUMENTATIVE WRITING**

Dosen: Silfia Asningtias, S.Pd., M.TESOL.  
 Suvi Akhiriyah, S.Pd., M.Pd.  
 Eva Rahmawati, S.Pd., M.Pd.  
 Zainul Aminin, S.Pd., M.Pd.  
 Sueb, S.Pd., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

1. Learning Outcome(s) :
2. Making use of learning sources and IT to get information as the sources for the expository and argumentative writing.
3. Possessing knowledge of the position, function, and English style in effective, emphatic, and polite communication writtenly in order to be able to write the expository and argumentative essay in unity and coherence.
4. Being able to make a right decision in selecting acceptable language features, rules, and has content rich when constructing expository and argumentative writing.
5. Being responsible for choosing acceptable language features, rules, and content rich when constructing expository and argumentative writing.

#### **Deskripsi Matakuliah**

A skill on how to write expository and argumentative essay in unity and coherence by applying acceptable language features and has content rich in order to be able to communicate writtenly. It is started by understanding the concept of the essay and identifying the model of the text, then constructing the essay. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

#### **Referensi**

1. References :
2. (1). Coe, Norman., et.al. 1986. *Writing Skills*. London: Cambridge University Press.
3. (2) Kiszner, Laurie G. Dan Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: St. Martin&rsquos.
4. (3) Oshima, Alice and Hogue, Ann. 1999. *Writing Academic English*. New York: Longman
5. (4) Bailey, S. (2011). *Academic writing: A handbook for international students* (Third ed.). Oxon: Routledge.

8820302201

#### **SPEAKING FOR DEBATE**

Dosen: Nur Chakim, S.Pd., M.Pd.  
 Sueb, S.Pd., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

By the end of this course, students are expected to have the following skills:

- Integrating information and technology such as online sources and multimedia in debating and debate-related practices.
- Comprehending theories of constructive argumentation and the development of argumentative competence, and debating performance.
- Applying speaking proficiency in debating practices and judging/adjudicating debating practices through precise procedures in various debating formats, e.g. Asian and British Parliamentary Debating formats.
- Being responsible for performing debating practices based on the speakers 19 roles about various selected topics/motions in debating sphere.

#### **Deskripsi Matakuliah**

This course is designed to introduce the students the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent

on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence; 2) discussion about debating, debating theories and formats e.g. Australasian, Asian, and British Parliamentary debate formats, constructive argumentation and the development of argumentative competence; and 3) debating performance and how to judge/adjudicate debate.

#### Referensi

- 1) Freely, A.J. & Steinberg, D.L. 2009. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th edition. Wadsworth Cengage Learning.
- 2) International Debate Education Association. 2007. *The Debatabase Book: a Must-have Guide for Successful Debate*, 3rd edition. New York: IDEA Press Book.
- 3) Meany, J. & Shuster, K. 2002. *Art, Argument and Advocacy: Mastering Parliamentary Debate*. New York: International Debate Education Association.
- 4) Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)

8820303146

#### EDUCATIONAL RESEARCH METHODOLOGY

**Dosen:** Ahmad Munir, S.Pd., M.Ed., Ph.D.  
Kusumarasdyati, Ph.D.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Understanding the basic concepts of research in the field of education, especially the teaching of English as a foreign language (TEFL).
2. Understanding the differences between three approaches to research (qualitative, quantitative and mixed method) and the underlying principles of each.
3. Being able to systematically relate (a) approaches to research and (b) the subsequent components: methodology, sampling, instrumentation, data analysis
4. Conducting the pilot project of a simple study to apply their knowledge about research.

#### Deskripsi Matakuliah

This subject explores types and characteristics of various research methods for education field. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

#### Referensi

1. Classroom Action Research: The Teacher as Researcher. 1989. *Journal of Reading*, 33 (3), 216-218.
2. Adelman, C. 1993. Kurt Lewin and the Origins of Action Research. *Educational Action Research*, 1 (1), 7-24.
3. Ary, D., Jacobs, L. C., & Sorensen, C. K. 2010. *Introduction to Research in Education*. Belmont: Wadsworth.
4. Bielska, J. 2011. The Experimental Method in Action Research. In D. GabryB-Barker (Ed.), *Action research in Teacher Development: An Overview of Research Methodology* (pp. 85-120). Katowice: Wydawnictwo Uniwersytetu Al5skiego.
5. Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
6. Cohen, L., Manion, L., & Morrison, K. 2005. *Research Methods in Education*. London: Routledge/Falmer.
7. Costello, P. J. M. 2003. *Action Research*. London: Continuum. Creswell, J. W. (2007). *Qualitative Inquiry and Reserch Design: Choosing Among Five Traditions*. Thousand Oaks: Sage.
8. Crotty, M. 1998. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Crows Nest: Allen & Unwin.
9. Denzin, N. K., & Lincoln, Y. S. 2005. Introduction: The Discipline of and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
10. Gall, M. D., Gall, J. P., & Borg, W. R. 2003. *Educational Research: An Introduction*. Boston: Pearson Education, Inc.
11. Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. L., & Creswell, J. D. 2005. Mixed Methods Research Designs in Counseling Psychology. *Journal of Counseling Psychology*, 52 (2), 224-235.
12. Jones, D., Kaufmann, E., & Rudd, R. 1990. Daily Classroom Improvement with Action Research. *The Agricultural Education Magazine*, 76 (6), 8-9.
13. McCutcheon, G., & Jung, B. 1990. Alternative Perspectives on Action Research. *Theory into Practice*, 29 (3), 144-151.
14. Merriam, S. B. 2009. *Qualitative Research and Case Study Applications*. San Fransisco: Jossey Bass.
15. Neuman, W. L. 2007. *Basics of Social Research: Quantitative and Qualitative*. Boston: Pearson Education, Inc.
16. Singh, Y. K. 2006. *Fundamentals of Research Methodology and Statistics*. New Delhi: New Age International Limited Publishers.
17. Strauss, A. L., & Corbin, J. 1998. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks: Sage Publications.
18. Whitehead, J., & McNiff, J. 2006. *Action Research: Living Theory*. London: Sage Publications.

**8820303009 ELT ASSESSMENT**

**Dosen:** Prof. Dr. Susanto, M.Pd.  
Dr. Pd. H. Aswandi, M.Pd.  
Ahmad Munir, S.Pd., M.Ed., Ph.D.

**Capaian Pembelajaran Matakuliah/Kompetensi**

1. Making use of the knowledge of language components to assess language skills.
2. Possesing knowledge of principle of assessments, testing, measurements and evaluation.
3. Being able to decide the appropriate scoring rubrics in assessing language skills.
4. Being responsible for making an authentic assessments in training English as a communicative devices.

**Deskripsi Matakuliah**

This course encompasses the knowledge how to assess language components and language skills. This subject is initiated with the understanding the differences between testing, assessment and teaching. It also provides an opportunity to design tests. The tests are authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary.

**Referensi**

- 1) Airasian, P. W., & Russell, M. K. (2012). *Classroom assessment: Concepts and applications* . New York: McGraw-Hill.
- 2) Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices* . New York: Pearson education Inc.
- 3) Chapelle, Carol A & Dan Douglas. 2007. *Assessing Language Through Computer Technology* . UK: Cambridge University Press.
- 4) Douglas, Dan. 2000. *Assessing Language for Specific Purposes* . UK: Cambridge University Press.
- 5) Harris, Michael & McCann, Paul. (1994). *Assessment: Handbooks for English classroom* . New York: MacMillan
- 6) Heaton, J.B. 1979. *Writing English Language Tests* . London: Longman Group limited
- 7) O 19Malley, Michael J. & Pierce, Lorreine Valdes. 1996. *Authentic Assessment for English Learners* . White Plain, NY: Addison-Wesley.

**8820302072 ENGLISH SEMANTICS**

**Dosen:** Dr. Pd. H. Aswandi, M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Adam Damanhuri, S.S., M.Hum.  
Drs. Suwono, Ph.D.  
Widyastuti, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

Learning Outcomes:

1. Being able to explain the semantic concepts and principles
2. Being able to describe the notion of reference and sense in language system.
3. Being able to make necessary decision when analyzing semantic concept and principles of logic in language system.
4. Being responsible for explaining about word meaning and interpersonal meaning in language system.

**Deskripsi Matakuliah**

This course presents the concepts and principles of linguistics meaning which of basic ideas in semantics, the concepts of reference and sense, logic in linguistic meaning, word meaning and interpersonal meaning.

**Referensi**

1. Cruse, D.A. 2000. *Meaning in Language: an Introduction to Semantic and Pragmatic*. London: Oxford University Press.
2. Kreidler, Charles W. 1998. *Introducing English Semantics* . London and New York: Routledge.
3. Yule, George. 2006. *The Study of Language (Third Edition)* . New York: Cambridge University Press.
4. Cruse, D.A. 2000. *Meaning in Language: an Introduction to semantic and pragmatic* . London: Oxford University Press

**8820302074 ENTREPRENEURSHIP**

**Dosen:** Asrori, S.S., M.Pd.  
Zainul Aminin, S.Pd., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

1. Making use of learning materials and IT to support teaching and learning process including: (1) scope, characteristics, values, and skills of entrepreneurship (2) analysis of business ideas and creating business plan (3) practice making/running business ideas.
2. Understanding basic principles of entrepreneurship including (1) scope, characteristics, values, and skills of entrepreneurship (2) analysis of business ideas and creating business plan (3) practice making/running business ideas.

3. Being able to choose appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas.
4. Being responsible in using the appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas

#### **Deskripsi Matakuliah**

This subject discusses the basic concept of entrepreneurship and its application on the real life. It gives the students the basic principles of entrepreneurship including (1) scope, characteristics, values, and skills of entrepreneurship (2) analysis of business ideas and creating business plan (3) practice making/running business ideas. The teaching learning activity is conducted through lecturing, discussion, and practice

#### **Referensi**

1. Assauri, Sofyan. 1994. *Manajemen Produksi*. Jakarta: Universitas Indonesia Press.
2. Depnaker. 1991. *Studi Kelayakan Usaha*. Jakarta: Gempita.
3. Malcolm Gladwell, 2008, *Outliers 13 The Story of Success*, Little, Brown And Company
4. Derek Gillard, *Education in England: a brief history*, educationinengland.org.uk
5. Unesa. 2000. *Kewirausahaan*. Surabaya: Unesa University Press

8820303080

#### **EXTENSIVE READING**

**Dosen:** Drs. Fahri, M.A.  
Eva Rahmawati, S.Pd., M.Pd.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Retno Wulan Dari, S.Pd., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

1. Making use of learning sources and IT to support the developing students competence in critical reading and critical writing ie; find, analyze, summarize, and synthesize appropriate source material from both print and electronic environments.
2. Possessing knowledge to identify and interpret different genres; contextualize primary texts within their contexts; and analyze primary texts through a wide range of secondary sources.
3. Being able to to emphasize the use of appropriate reading strategies: skimming (to find out general information), scanning (to find out specific information), evaluate arguments and evidence critically, paraphrasing and summarizing.
4. Being responsible for using of appropriate reading strategies: to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

#### **Deskripsi Matakuliah**

This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research essay. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

#### **Referensi**

1. Cargill, O'Connor. 2009. *Writing Scientific Research Articles\_ Strategy and Steps*. Wiley-Blackwell.
2. Cottrell, Stella. 2005. *Critical thinking skills: Developing effective analysis and arguments*. Hampshire: Palgrave MacMillan.
3. Fairbairn, G. J., & Fairbairn, S. A. 2001. *Reading at university: A guide for students*. Buckingham: Open University Press.Yudkin,
4. Ben. 2006. *Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine*. Canada: Routledge
5. \_\_\_\_\_. Aug 3, 2017. *The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California*. Retrieved from : <http://libguides.usc.edu/writingguide>.
6. Ridley, Diana. 2012. *The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series)*. SAGE Publications Ltd
7. Dane, Francis. 2010. *Evaluating Research: Methodology for People Who Need to Read Research*. SAGE Publications Ltd

8820303152

#### **INNOVATIVE LEARNING**

**Dosen:** Silfia Asningtias, S.Pd., M.TESOL.  
Sumarningsih, S.Pd., M.Pd.  
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

- a. Developing English Teaching Material that relate to innovative language teaching in all skills by using IT and other resources/media with project based learning
- b. Identifying method, strategies, and teaching technique that suits the learner characteristic as well as the language learned
- c. Communicating effectively, emphatically, and politely in a classroom interaction or games that run in cycle, starting from (a) Setting up the learning atmosphere for the students to take part in the innovative

- classroom activities (b) Encourage all students to be part of the classroom activities (c) learner 19s response to the teacher, and (d) teacher 19s response to the learner, etc.
- d. Designing and developing innovative language teaching that conform the learner 19s characteristics

#### **Deskripsi Matakuliah**

The course mainly focus on the study of innovative language teaching of English and how it is implemented in the classroom. This course explores among others are the popular and innovative teaching methodology implemented in the language classroom, learners 19 characteristics and teaching strategies in innovative teaching. The classroom activities are conducted through presentation, discussion, question-answer, and project based assignment

#### **Referensi**

1. Granger, Colin. 1993. *Play Games with English*.
2. Hadfield, Jill. 1998 *Elementary Vocabulary Games* . Essex : Addison Wesley Longman, Ltd
3. Hadfield, Jill. 1990. *Intermediate Communication Games*. Essex : Addison Wesley Longman, Ltd
4. Watcyn-Jones, Peter. 2001. *Vocabulary Games and Activities*. Essex : Pearson Education Limited.
5. Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. Boston : Heinle & Heinle, Thomson Learning. Inc
6. Harmer, Jeremy. 2007. *The Practice of English Language Teaching* . Essex : Pearson Education Limited.

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#### **INSTRUCTIONAL DESIGN**

**Dosen:** Nur Chakim, S.Pd., M.Pd.  
Ririn Pusparini, S.Pd., M.Pd.  
Dr. Pd. H. Aswandi, M.Pd.  
Dra. Theresia Kumalarini, M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Dr. Oikurema Purwati, M.A., M.AppL.  
Henny Dwi Iswati, S.S., M.Pd.  
Esti Kurniasih, S.Pd., M.Pd.

#### **Capaian Pembelajaran Matakuliah/Kompetensi**

1. Learning Outcome(s) :
2. Making use of learning sources and IT to support the instructional design or the construction of English lesson plan.
3. Possessing knowledge of the principles of constructing English lesson plan, consisting of curriculum analysis, indicator construction, learning objectives, technique/method/learning model, media, teaching and learning process, assessment, and materials in order to be able to construct English teaching and learning tools.
4. Being able to make a right decision in constructing the indicators and learning objectives, and in selecting an appropriate technique/method/learning model, media, kinds of assessment, and materials in order to be able to produce effective English teaching and learning tools.
5. Being responsible for choosing the components of indicators, learning objectives, appropriate technique/method/learning model, appropriate media, kinds of assessment, and materials in order to be able to construct English teaching and learning tools.
6. Being able to develop an English program for various purposes.

#### **Deskripsi Matakuliah**

This subject aims to be able to design a lesson plan, starting from designing the indicators, selecting the materials, method/technique, media, designing teaching and learning process, up to evaluation. The lesson plan designed is based on the recent curriculum for an English program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

#### **Referensi**

1. Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas
2. Depdiknas. 2013. Kurikulum 2013. Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas
3. Dubin, F. & Olsain, E. 1986. *Course Design: Developing Program and Materials for Language Learning*. Cambridge: CUP
4. Feez, S. & Joyce, H. 1998. *Text-based Syllabus Design*. Sydney: AMES
5. Nation, I.S.P and Macalister, John. 2010. *Language Curriculum Design*. N.Y: Routledge
6. Susanto. (2008). *Penyusunan silabus dan RPP berbasis visi KTSP*. Surabaya: Mata Pena.

8820302150

#### **PAPER WRITING**

**Dosen:** Drs. Fahri, M.A.  
Prof. Dr. Susanto, M.Pd.  
Eva Rahmawati, S.Pd., M.Pd.  
Ririn Pusparini, S.Pd., M.Pd.  
Dr. Pd. H. Aswandi, M.Pd.  
Dra. Theresia Kumalarini, M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Dr. Oikurema Purwati, M.A., M.AppL.  
Esti Kurniasih, S.Pd., M.Pd.

Ahmad Munir, S.Pd., M.Ed., Ph.D.  
Kusumarasdyati, Ph.D.  
Syafi'ul Anam, Ph.D.  
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.  
Fithriyah Inda Nur Abida, S.S., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to master the characteristics and principles of English language.
2. Being able to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific paper and having content rich.
3. Being able to communicate in written form effectively, emphatically, and politely.
4. Being able to make use of ICT to get as many references as possible for supporting and making the paper scientific.

#### Deskripsi Matakuliah

This subject discusses about the basic concepts and the steps on how to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific paper and having content rich. The lecture is initiated with explanations on kinds and organization of paper (i.e. conceptual and research paper), writing quotations, paraphrase, and summary, and also writing references. The following lectures are then more focused on writing conceptual paper and the steps of how to write it, start from writing a title, developing an introduction, making an outline for paper body, developing paper body, developing result and discussion, until writing conclusion, references, and abstract. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

#### Referensi

1. Bailey, S. 2011. *Academic writing: A handbook for international students* (Third ed.). Oxon: Routledge.
2. Coe, Norman., et.al. 1986. *Writing Skills* . London: Cambridge University Press.
3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide* . New York: St. Martin 19s.
4. Oshima, Alice and Hogue, Ann. 1999. *Writing Academic English*. New York: Longman

8820302178

#### QUALITATIVE & QUANTITATIVE ANALYSES

Dosen: Kusumarasdyati, Ph.D.  
Syafi'ul Anam, Ph.D.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Memiliki pengetahuan tentang jenis dan prosedur analisis data kuantitatif dan kualitatif.
2. Mampu mengelola proses analisis data kualitatif dan kuantitatif.
3. Menggunakan pengetahuan tentang jenis analisis data kuantitatif dan kualitatif.
4. Bertanggung jawab terhadap simpulan yang ditarik dari analisis data kualitatif dan kuantitatif.

#### Deskripsi Matakuliah

Mata kuliah ini membahas tahapan dalam analisa data penelitian secara kualitatif dan kuantitatif. Mata kuliah ini mencakup (1) perbedaan antara paradigma penelitian kualitatif dan kuantitatif, (2) jenis dan prosedur analisis data kuantitatif dan kualitatif, dan (3) latihan analisis data kualitatif dan kuantitatif dengan SPSS

#### Referensi

- Hatch, E., & Lazaraton, A. 1991. *The research manual: Design and statistics for applied linguistics* . Boston, MA: Heinle & Heinle Publishers.
- Larson-Hall, J. 2010. *A guide to doing statistics in a second language research using SPSS* . New York: Routledge.
- Palant, Julie. 2010. *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. London: Open University Press.
- Richards, K. 2003. *Qualitative inquiry in TESOL* . Hampshire: Palgrave.

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#### LITERARY APPRECIATION

Dosen: Drs. Fahri, M.A.  
Anis Trisusana, S.S., M.Pd.  
Nur Fauzia, S.S., M.Pd.  
Rahayu Kuswardani, S.Pd., M.AppL.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to read and appreciate literary works
2. Possessing knowledge of techniques of literary analysis
3. Having the ability to manage the knowledge in appreciating literary works (poetry, prose, drama)
4. Being responsible to appreciate literary works

#### Deskripsi Matakuliah

Introducing the students with the techniques of literary analysis. It also equips the students with understanding and how to analyse literary works, especially for enjoyment and understanding. It also trains the students to respond to literary works.

## REFERENSI

1. Perrine, Laurence. 1983. Literature structure, sound, and sense. Harcourt brace Jovanovich.
2. Barnet, Sylvan & E. Cain, William. 2002. A Short Guide to Writing about Literature. Longman.

8820302020

## BUSINESS CORRESPONDENCE

**Dosen:** Anis Trisusana, S.S., M.Pd.  
Yuri Lolita, S.Pd., M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Ayunita Leliana, S.S., M.Pd.  
Lina Purwaning Hartanti, S.Pd., M.EIL.

### Capaian Pembelajaran Matakuliah/Kompetensi

The students are able:

1. To describe briefly the concept of business documentation
2. To explain the concepts of formal and informal correspondence both in offices and other agencies.
3. To implement how to write a business letter based on the data and information that has been done in both practice and theory.
4. To analyze and evaluate critically how the application of business letters using the concepts.

### Deskripsi Matakuliah

A study of the application of business documentation, formal or informal correspondence both in offices and other agencies, as well as the implementation on how to write a cover letter and to conduct correspondence and delivery via surface / electronic mail.

### Referensi

Littlejohn, Andrew. (2005). *Company to Company: A task-based approach to business emails, letters and faxes* (4thed.). Cambridge: Cambridge University Press.

8820302161

## POETRY IN EFL

**Dosen:** Drs. Fahri, M.A.  
Anis Trisusana, S.S., M.Pd.  
Fithriyah Inda Nur Abida, S.S., M.Pd.  
Rahayu Kuswardani, S.Pd., M.AppL.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Mastering the concept of poetry elements and the principles of using English/American poetry in EFL classrooms
2. Being able to design and demonstrate a lesson plan using English/American poetry and English translations of poetry for English language learning in primary and secondary schools
3. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American poetry
4. Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American poetry

### Deskripsi Matakuliah

This subject explores the application of English/American poetry and English translations of poetry for English language learning in primary and secondary schools. This covers: (1) the concepts of poetry elements and the principles of using English/American poetry in EFL classrooms, (2) the steps to design a lesson plan using English/American poetry, (3) the application of English/American poetry in EFL classrooms and its reflection.

### Referensi

1. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. Literature for Composition: Essays, Fiction, Poetry, and Drama. New York:Harper Collins
2. Lazar, Gillian. 2009. Literature and language Teaching (19 th edition): A Guide for Teachers and Trainers. Great Britain: Cambridge University Press.
3. McCarthy, Tara. 1997 Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature. New York: Scholastic Professional Books.
4. Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.

8820302165

## PRAGMATICS

**Dosen:** Dr. Pd. H. Aswandi, M.Pd.  
Lisetyo Ariyanti, S.S., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Possesing knowledge of theories of Meaning
2. Displaying good knowledge of how meanings are implied in words and speakers
3. Being able to decide the appropriate approaches in meaning to analyse advertisements and politician's speeches
4. Being responsible for applying politeness principles to complete the final project by surveying the students's speech act toward their lecturers in academic setting.

### Deskripsi Matakuliah

The lesson deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units, kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. color terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoretical frameworks are speech acts, implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixis, contexts and co-texts. The final project is documenting the short functional texts are found in the public areas to interpret the communication functions.

### Referensi

1. References
2. Crystal, D. 1995. *The Cambridge Encyclopedia of English Language*. New York: Cambridge :University Press.
3. Cruse, D. A. 1990. *Language Meaning and Sense: Semantics*. In N. E. Collinge (Ed.). *An Encyclopaedia of Language*. London: Routledge
4. Cruse, D. Alan. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. NY: Oxford University Press.
5. Cutting, Joan. 2002. *Pragmatics and Discourse: A resource book for students*. New York: Routledge.

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### SEMINAR ON ISSUES IN ELT

**Dosen:** Drs. Fahri, M.A.  
Prof. Dr. Susanto, M.Pd.  
Nur Chakim, S.Pd., M.Pd.  
Ririn Pusparini, S.Pd., M.Pd.  
Dr. Pd. H. Aswandi, M.Pd.  
Dr. Oikurema Purwati, M.A., M.AppL.  
Wiwiet Eva Savitri, S.Pd., M.Pd.  
Arik Susanti, S.Pd., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Esti Kurniasih, S.Pd., M.Pd.  
Ahmad Munir, S.Pd., M.Ed., Ph.D.  
Kusumarasyati, Ph.D.  
Syaff'ul Anam, Ph.D.  
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.

### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to write research paper confidently and analyze and evaluate others 19 in order to give feedback for the improvement of the paper by utilizing available appropriate resources
2. Being able to communicate the ideas presented in the research paper confidently and analyze and evaluate others 19 in order to give feedback for the improvement of the paper
3. Being able to make necessary decision when writing a research paper and giving relevant and critical assessment on others 19.
4. Being responsible for the ideas written in the research paper and given to others for improvement.

### Deskripsi Matakuliah

The course provides students with the skills to desect research paper critically. In addition, student will also learn to present their research paper in an academic forum. The class will follow a seminar format primarily, with all students working on editing teams for their peers. The research paper must cover background of the study and state of the arts of the topic chosen.

### Referensi

1. Academic Language and Literacy Development. 2012. *Writing proposal in education* . Clayton: Faculty of Education.
2. Kimberley, N., & Crosling, G. 2012. *Student Q manual* . Caulfield East, Vic: the Faculty of Business and Economics Monash University.
3. Podorova, A. 2012. *Effective presentation: Strategies and ideas* .
4. Winter School 2012. Faculty of education, Monash University.
5. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide* . New York: St. Martin 19s.
6. Thomson Reuters. 2011. Endnote X4 Help Various research papers of the students choice. Video containing a session in an academic forum

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### DISCOURSE ANALYSIS

**Dosen:** Asrori, S.S., M.Pd.  
Fauris Zuhri, S.Pd., M.Hum.  
Adam Damanhuri, S.S., M.Hum.  
Lisetyo Ariyanti, S.S., M.Pd.  
Drs. Suwono, Ph.D.  
Prof.,Dr. Abbas Ahmad Badib, Dip.TEFL., M.A., M.A  
Drs. Suharsono

Drs. Suharsono, M.Phil., Ph.D.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Being able to explain the concepts, kinds of discourse analysis and the relationship between discourse analysis and language functions.
2. Being able to apply the discourse principles in spoken and written texts.
3. Being able to make necessary decision when applying the discourse principles in spoken and written activities.
4. Being responsible for conducting the contextual and functional discourse analysis in spoken and written activities.

#### Deskripsi Matakuliah

This course introduces the concepts and methodological approaches (CA, ethnography in discourse analysis and gives the practice to the students to conduct the contextual and functional discourse analysis in spoken and written texts.

#### Referensi

1. Brown, G. and Yule, G. 1983. *Discourse Analysis*. London: Cambridge University.
2. Gee, J. P. 2011. *An Introduction to Discourse Analysis Theory and Method (Third Edition)*. London and New York: Routledge.
3. Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin Books Ltd.

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#### INDONESIAN-ENGLISH TRANSLATION

**Dosen:** Drs. Fahri, M.A.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. having knowledge on principles and problems in translation
2. being able to translate various texts (non-literary and literary)
3. being able to select, translate, and publish texts for their future profession

#### Deskripsi Matakuliah

This course equips students with knowledge and skill in translation. Some theories of translation will be introduced to the students. This course will also require students to be aware of problems in translation. Practices of translating will be conducted to enable students to be qualified and professional translators.

#### Referensi

1. Peter Newmark. 2007. *A New Theory of Translation*

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#### INTRODUCTION TO LITERARY CRITICISM

**Dosen:** Anis Trisusana, S.S., M.Pd.

#### Capaian Pembelajaran Matakuliah/Kompetensi

1. Using various learning sources and IT to the teaching learning process especially to find references dealing with the materials of the lecture.
2. Possessing knowledge of literary approaches (formalist criticism, reader response criticism, historical criticism, psychological criticism, and gender criticism).
3. Having skills to manage the analysis of literary works (prose, poetry, drama) using literary approaches.
4. Being responsible for the results of literary work analyses.

#### Deskripsi Matakuliah

This course introduces literary approaches for analyzing literary works. It also equips the students with techniques and skills of literary analysis.

#### Referensi

1. Perrine Laurence. 1984. *Literature: Structure, Sound, and Sense*. Harcourt Brace Jovanovich
2. Barnet, Sylvan & E, Cain, William. 2002. *A Short Guide to Writing about Literature*. Longman

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#### PSYCHOLINGUISTICS

**Dosen:** Adam Damanhuri, S.S., M.Hum.  
Widyastuti, S.S., M.Pd.  
Rahayu Kuswardani, S.Pd., M.AppL.  
Prof.,Dr. Abbas Ahmad Badib, Dip.TEFL., M.A., M.A  
Drs. Suharsono

#### Capaian Pembelajaran Matakuliah/Kompetensi

Learning Outcomes:

1. Being able to explain the Psycholinguistics concepts
2. Being able to describe the connection between Psycholinguistics and language teaching-learning.
3. Being able to analyze the concept of language production, perception, and development.
4. Being able to explain about cognitive influence in language teaching-learning.

### **Deskripsi Matakuliah**

This course is the basic to understand the ability of the psycholinguistics management materials well, then students can apply it in linguistics and literature. The main contents of this course include the theory of language acts, the act of language from the speaker's point of view, the act of language from the listener's point of view, the relevance of the language with language learning, language and phonology, language and morphology, psycholinguistic development, First language acquisition: child social development, second language acquisition: equality acquisition hypothesis, second language acquisition: contrastive hypothesis, behaviorism and cognitivism in language acquisition, skill: code transfer and code capability

### **Referensi**

1. Steinberg, Dany D. 1993. *An Introduction to Psycholinguistics*. London and New York: Longman Group UK Limited.
2. Traxler, Matthew J and Morton Ann Gernsbacher. 2006. *Handbook of Psycholinguistics*. USA: Elsevier.
3. Aitchison, Jean. 2011. *The Articulate Mammal*. London and New York: Routledge Press.